

Lansing School District
Teacher Summative Evaluation Rubric

Section #1: Student Growth (0-34 points)						
Area of Evaluation	Ineffective	Minimally Effective	Effective	Highly Effective	Tools	Value
	0 Points	6 Points	12 Points	17 points		34 points
Student Growth (school level)	Negative growth	0% growth	1% - 5% growth	Above 5% growth	Standard testing data MEAP/MME	0-17
Student Growth (classroom level)	Negative growth	0% growth	1% - 5% growth	Above 5% growth	DRA, AIMS, Acuity, iCollaborate, ILC ¹	0-17

Section #2: Goals (0 - 6 points)						
Area of Evaluation	Ineffective	Minimally Effective	Effective	Highly Effective	Tools	Value
	0 Points	3 Points	5 Points	6 Points		6 Points
Self-Assessment and Goal Setting	Self-Assessment incomplete	Self-Assessment completed	Self-Assessment completed and goals set	Self-Assessment completed and 3 ambitious goals set	IDP ²	0-6

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Section #3: PLANNING & PREPARATION (0 - 18 points) (Demonstrated Pedagogical Skills)						
Area of Evaluation	Ineffective	Minimally Effective	Effective	Highly Effective	Tools	Value
	0 points	1 point	2 points	3 points		0-18
Annual Achievement Goal	Teacher develops a general annual student achievement goal for her/his class OR does not develop a goal at all.	Teacher develops a measurable annual student achievement goal for her/his class.	Teacher develops a measurable annual student achievement goal for her/his class that is aligned with a data-based need.	Teacher develops an ambitious and measurable annual student achievement goal for her/his class that is aligned with a data-based need.	Annual Achievement Goal Form	0-3
Articulation of Goal	Less than half of the students can communicate (in a developmentally appropriate manner) the goal and how it will be assessed.	Half of the students can communicate (in a developmentally appropriate manner) the goal and how it will be assessed.	Most students can communicate (in a developmentally appropriate manner) the goal and how it will be assessed.	All or nearly all students can communicate (in a developmentally appropriate manner) the goal and how it will be assessed.	Documented responses during observations	0-3
Lesson/Unit Design	Teacher does not plan by identifying the standards that her/his students will master OR does not articulate essential concepts.	Based on the annual student achievement goal, the teacher plans by: 1) identifying the standards that her/his students will master; and 2) articulating essential concepts.	Based on the annual student achievement goal, the teacher plans by: 1) identifying the standards that her/his students will master; 2) articulating essential concepts; and 3) creating well-designed assessments (“beginning with the end in mind”).	Based on the annual student achievement goal, the teacher plans by: 1) identifying the standards that her/his students will master; 2) articulating essential concepts; 3) creating well-designed assessments (“beginning with the end in mind”); and 4) allocating an instructionally appropriate amount of time for various teaching activities.	Evidence presented throughout the observation cycle	0-3
Articulation of Essential Concepts	For any given unit, less than half of the students can communicate (in a developmentally appropriate manner) the essential concepts.	For any given unit, half of the students can communicate (in a developmentally appropriate manner) the essential concepts.	For any given unit, most students can communicate (in a developmentally appropriate manner) the essential concepts.	For any given unit, all or nearly all students can communicate (in a developmentally appropriate manner) the essential concepts.	Documented responses during observations	0-3

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Content Standards & Assessments	Teacher has little or no evidence of daily lesson planning based on the standards.	Teacher plans daily lessons by identifying lesson objectives that are aligned to the standards.	Teacher plans daily lessons by: 1) identifying lesson objectives that are aligned to the standards and connected to prior learning ; and 2) matching instructional strategies to the lesson objectives.	Teacher plans daily lessons by: 1) identifying lesson objectives that are aligned to the standards and connected to prior learning ; 2) matching instructional strategies to the lesson objectives; and 3) designing daily assessments that measure progress towards mastery.	Evidence presented throughout the observation cycle	0-3
Students' Interests and Cultural Heritage	Teacher displays little knowledge of students' interests or cultural heritage and does not indicate that's such knowledge is valuable.	Teacher recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class only as a whole.	Teacher displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of the interests or cultural heritage of each student.	Evidence presented throughout the observation cycle	0-3

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Section #4: CLASSROOM INSTRUCTION (0 - 18 points) (Maximized Instructional Time)						
Area of Evaluation	Ineffective	Minimally Effective	Effective	Highly Effective	Tools	Value
	0 points	1 point	2 points	3 points		0-18
Instructional Balance	There is an inappropriate balance between teacher-directed and student-centered learning. Students do not have adequate opportunities to practice, apply, and demonstrate what they are learning because the lesson is almost entirely teacher directed; or, opportunities are not meaningful because students are released to work before receiving appropriate instruction.	There is some balance between teacher-directed and student-centered learning. While students have some opportunities to practice, apply, and demonstrate what they are learning, these opportunities are not entirely meaningful because there is more teacher-directed instruction than appropriate or students are released to work before receiving appropriate instruction.	There is an appropriate balance between teacher-directed and student-centered learning during the lesson, such that students have adequate opportunities to meaningfully practice, and apply what they are learning.	There is an appropriate balance between teacher-directed and student-centered learning during the lesson, such that students have adequate opportunities to meaningfully practice, apply, and demonstrate what they are learning.	Evidence presented throughout the observation cycle	0-3
Coherent Content Delivery	Explanation of content is unclear or incoherent . The teacher might provide explanations through direct verbal or written delivery, modeling or demonstrations, think-alouds, visuals, or questioning, but these explanations are generally ineffective in building student understanding.	Explanation of content is generally clear and coherent , with a few exceptions. The teacher might provide explanations through direct verbal or written delivery, modeling or demonstrations, think-alouds, visuals, or questioning, but these explanations are not entirely effective in building student understanding.	Explanation of content is clear and coherent , and it builds student understanding of content. The teacher might provide explanations through direct verbal or written delivery, modeling or demonstrations, think-alouds, visuals, or questioning.	Explanation of content is consistently clear and coherent , and it builds student understanding of content. The teacher might provide explanations through direct verbal or written delivery, modeling or demonstrations, think-alouds, visuals, or questioning.	Evidence presented throughout the observation cycle	0-3

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Connection to Prior Knowledge	The teacher does not make connections with students' prior knowledge, students' experiences and interests, other content areas, or current events; or, connections are ineffective at building understanding of content.	The teacher makes few connections with students' prior knowledge, students' experiences and interests, other content areas, or current events, but connections are not entirely effective at building understanding of content.	The teacher makes connections with students' prior knowledge, students' experiences and interests, other content areas, or current events to effectively build understanding of content.	The teacher makes connections and asks students to make connections with their prior knowledge, experiences and interests, other content areas, or current events to effectively build understanding of content.	Evidence presented throughout the observation cycle	0-3
Higher-Level Student Responses	Few or no students answer questions or complete complex tasks with meaningful responses that demonstrate movement toward higher-levels of understanding.	Some students answer questions or complete complex tasks with meaningful responses that demonstrate movement toward higher-levels of understanding.	Most students answer questions or complete complex tasks with meaningful responses that demonstrate movement toward higher-levels of understanding, showing that they are accustomed to being asked these kinds of questions.	Almost all students answer questions or complete complex tasks with meaningful responses that demonstrate movement toward higher-levels of understanding, showing that they are accustomed to being asked these kinds of questions.	Evidence presented throughout the observation cycle	0-3
Check for Understanding	The teacher rarely or never gets an accurate “pulse” at key moments because checks do not gather information about the depth of understanding for select students.	The teacher sometimes gets an accurate “pulse” at key moments by using one or more checks that gather information about the depth of understanding for select students.	The teacher almost always gets an accurate “pulse” at key moments by using one or more checks that gather information about the depth of understanding for a range of students .	The teacher always gets an accurate “pulse” at key moments by using one or more checks that gather information about the depth of understanding for a range of students .	Evidence presented throughout the observation cycle	0-3
Scaffolding Learning	When students demonstrate misunderstandings or partial understandings, the teacher rarely or never uses effective scaffolding techniques that enable students to construct their own understandings.	When students demonstrate misunderstandings or partial understandings, the teacher sometimes uses effective scaffolding techniques that enable students to construct their own understandings.	When students demonstrate misunderstandings or partial understandings, the teacher almost always uses effective scaffolding techniques that enable students to construct their own understandings.	When students demonstrate misunderstandings or partial understandings, the teacher always uses effective scaffolding techniques that enable students to construct their own understandings.	Evidence presented throughout the observation cycle	0-3

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**Section #5:
CLASSROOM ENVIRONMENT
(0 – 18 points)
(Maximized Instructional Time)**

Area of Evaluation	Ineffective	Minimally Effective	Effective	Highly Effective	Tools	Value
	0 points	1 point	2 points	3 points		0-18
Routines & Procedures	Routines and procedures are not evident or are generally ineffective ; the teacher heavily directs activities and transitions, students are frequently unclear about what they should be doing, or students rarely follow the teacher's directions.	Routines, procedures, and transitions require significant teacher prompting and direction ; students are sometimes unclear about what they should be doing and frequently ask questions or require the teacher to repeat directions.	Routines, procedures, and transitions run smoothly with some prompting from the teacher; students generally know their responsibilities.	Routines, procedures, and transitions are orderly, efficient, and systematic with minimal prompting from the teacher; students know their responsibilities and some students share responsibility for leading the operations and routines in the classroom.	Evidence presented throughout the observation cycle	0-3
Positive Rapport	There is little or no evidence of a positive rapport between the teacher and the students; or, there is evidence that the teacher has a negative rapport with some students.	The teacher has a positive rapport with some students but not others, but there is no evidence of negative rapport.	The teacher has a positive rapport with many students, as demonstrated by displays of positive affect, evidence of relationship building, and expressions of interest in students' thoughts and opinions.	The teacher has a positive rapport with all or nearly all students, as demonstrated by displays of positive affect, evidence of relationship building, and expressions of interest in students' thoughts and opinions.	Evidence presented throughout the observation cycle	0-3
Risk-Taking	The classroom environment is not safe for students, such that students are frequently unwilling to take on challenges and risk failure.	The classroom environment is generally safe for students, such that students are willing to take on challenges and risk failure, but there are some exceptions .	The classroom environment is safe for many students, such that students are willing to take on challenges and risk failure.	The classroom environment is safe for all or nearly all students, such that students are willing to take on challenges and risk failure.	Evidence presented throughout the observation cycle	0-3
Redirecting Unproductive Behavior	Inappropriate or off-task student behavior frequently interrupts or delays the lesson.	Inappropriate or off-task student behavior sometimes interrupts or delays the lesson.	Inappropriate or off-task student behavior rarely interrupts or delays the lesson.	Inappropriate or off-task student behavior never interrupts or delays the lesson, because no such behavior occurs or because when such behavior occurs the teacher efficiently addresses it .	Evidence presented throughout the observation cycle	0-3

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Reinforcing Productive Behavior	The teacher rarely or never reinforces positive behavior and good academic work; or, the teacher does so for only a few students .	The teacher sometimes reinforces positive behavior and good academic work, but does not do so in a meaningful way.	The teacher consistently reinforces positive behavior and good academic work, but does not do so in a meaningful way.	The teacher frequently reinforces positive behavior and good academic work, and does so in a meaningful way.	Evidence presented throughout the observation cycle	0-3
Student Pride in Work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work.	Students minimally accept the responsibility to “do good work” but invest little of their energy in the quality of the work.	Students accept teacher insistence on work of high quality and demonstrate pride in that work.	Students take obvious pride in their work and initiate improvements in it, for example, by revising drafts on their own initiative, helping peers, and ensuring that high-quality work is displayed.	Evidence presented throughout the observation cycle	0-3

Section #6: Attendance (0 - 6 points)						
Area of Evaluation	Ineffective	Minimally Effective	Effective	Highly Effective	Tools	Value
	0 Points	3 Points	5 Points	6 Points		6 Points
Attendance at district/school sponsored PD, Instructional Council, Steering Committees, SIT³	Less than 85% attendance	86-90% attendance	91-95% attendance	96-100% attendance	Attendance sheets, AESOP, KALPA	0-6

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Section #7: Significant Accomplishments and Contributions (5 points)						
Area of Evaluation	Ineffective	Minimally Effective	Effective	Highly Effective	Tools	Value
	0 Points	0 Points	5 Points	5 Points		5 Points
Significant Accomplishments/Contributions * (Bonus Points*)	N/A	N/A	Two or more contributions	Two or more contributions	Logs and attendance forms, teacher portfolio or documentation	0-5
	0 Points	0 Points	5 Points (Bonus Points*)	5 Points (Bonus Points*)		

Section #8: Discipline (subtract 10 points)						
Area of Evaluation	Ineffective	Minimally Effective	Effective	Highly Effective	Tools	Value
Disciplinary Record	Subtract 10 points for each documented incident	Subtract 10 points for each documented incident	Subtract 10 points for each documented incident	Subtract 10 points for each documented incident	Personnel file	Subtract 10 points for each

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Section Totals	
Section 1 (34 possible)	
Section 2 (6 possible)	
Section 3 (18 possible)	
Section 4 (18 possible)	
Section 5 (18 possible)	
Section 6 (6 possible)	
Section 7 (5 bonus possible)	
Section 8	

OVERALL EFFECTIVENESS RATING (0 - 100 points)					
	Ineffective	Minimally Effective	Effective	Highly Effective	Total Points
Total Points	0 – 33 points	34 – 55 points	56 – 82 points	83 – 100 points	

Evaluation Rubric 2014-2015

Individual performance shall be the majority factor in making the decision, and shall consist of but is not limited to all of the following factors:

- A. Evidence of student growth, which shall be the predominant factor.
- B. The teacher’s demonstrated pedagogical skills, including at least a special determination concerning the teacher’s knowledge of his or her subject area and the ability to impart that knowledge through planning, delivering rigorous content, checking for and building higher-level understanding, differentiating, and managing a classroom; and consistent preparation to maximize instructional time.
- C. The teacher’s management of the classroom, manner and efficacy of disciplining pupils, rapport with parents and other teachers, and ability to withstand the strain of teaching.
- D. The teacher’s attendance and disciplinary record, if any.

¹ ILC- Instructional Learning Cycle
² IDP- Individual Development Plan
³ SIT- School Improvement Team
* Bonus Points: If a teacher is rated as Effective or Highly Effective in all categories except “Student Growth”, and the school’s Student Growth shows “Negative Growth”, this teacher may receive 5 bonus points for significant accomplishments and/or contributions.